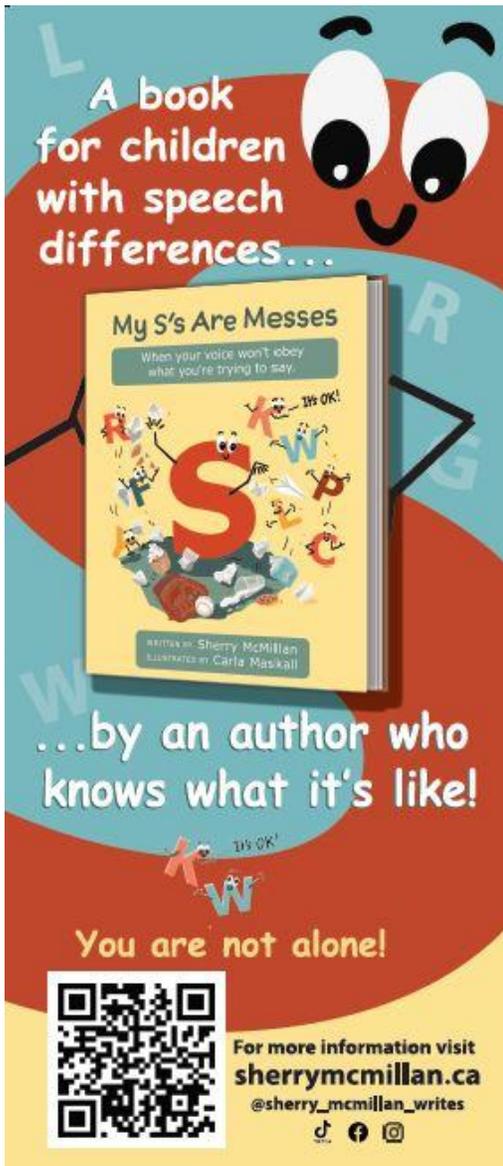


My S's Are Messes

Companion Resource for Speech Language Pathologists (SLPs)



Did you know?

There are many different ways to use the book.

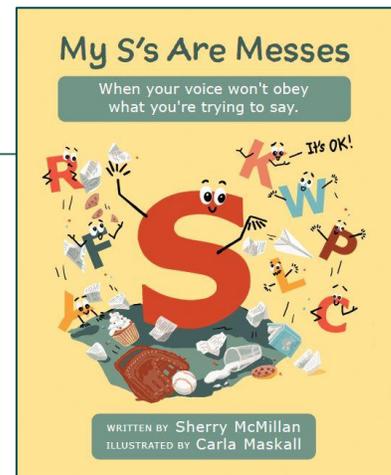
- **Builds Empathy / Social Emotional Learning.**
 - It can help people with a speech difference to not feel alone.
 - It can help everyone **think about communication differently.**
- **Speech Therapy**
 - ✓ Articulation Errors (R's, L's, Y's, etc.)
 - ✓ Stuttering, Clustering, Lipping
 - ✓ Speech delays and difficulties due to ADHD, Autism (ASD), Deafness, Down Syndrome, Language Based Learning Difficulties (LBLD), and more.
 - ✓ Speech Apraxia
 - ✓ Speech Aphasia (stroke recovery)
 - ✓ Any speech or communication challenge
- Every illustration is a helpful Word Picture.
- **Kid-approved fun!**

Companion Resources are also available for:

- **Kids!** We have materials specifically designed for children to help them understand that they are not alone and what they can expect when receiving speech therapy.
- **Parents, Teachers,** and other Educators and Care-givers. We have Lesson Plans, Activities, and conversation-starters for anyone that interacts with someone with a speech difference.

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Articulation Practice - Pick words with target speech sounds from the book and have them practice saying the word clearly. This can be done in direct one on one therapy sessions, groups, or whole classes. Articulation game ideas:

Phonological Processes - Within the book are phonological process pictures, point these out to the child when educating them about their speech delay/disorder. For example, /l/ turning into a /w/ on the second page in the book. *Some examples:*

- Gliding: L's turning into W's, e.g. 'pway' for 'play'
- Stuttering and Clustering: "I'll say it over and over..."
- Selective Mutism: "My words might ... get stuck."
- Voicing/Devoicing: "My G's and my C's..."

Sound Hunt - Identify and practice target sounds. For example, if the target sound is /s/, the child can search for words like "say" or "sound". After finding a word, the child practices saying it correctly.

Repeat and point - Read a sentence or short passage from the book. Ask the child to point to a specific word containing the target sound and repeat it. Gradually increase the length of the text they repeat.

Picture Articulation - Have the child name objects in the books illustrations the include the target sound. For example, if practicing /k/, the child might point out and say "cookies"

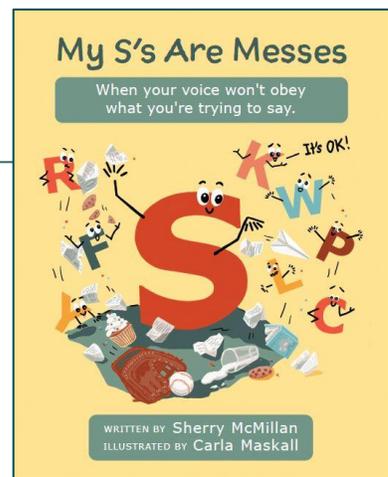
Story Retelling - After reading a story, ask the child to retell it in their own words, focusing on using the target sounds correctly. You can prompt them with questions if needed.

Sounds Sorting - To help differentiate between sounds, prepare cards with words from the story that include different sounds. Have the child sort these cards into groups based on their sounds and practice saying each word.

Character Voices - Ask the child to read dialogue from the book using different voices or emotions, ensuring they articulate the target sounds correctly.

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Fluency

For children who stutter, reading aloud from the book can provide opportunities to practice smooth and fluent speech in a controlled context.

Phonological Awareness Activities

Use the book to enhance the child's phonological awareness in a fun and engaging way:

Rhyming - After reading a sentence from the book, ask the child “do these words rhyme”.

Alliteration - Highlight the repeated initial sounds and ask the child to come up with other words that start with the same sound.

Syllable counting - Clap out the syllables in words from the story. For example, break down the word “communication” into its syllables.

Sounds Identification - After reading a page, ask the child to identify specific sounds. For example, “can you find all the words that start with the /s/ sound on this page?”.

Segmenting and Blending - Use the book to segment sounds in words (breaking them into individual sounds) and blending sounds together to form words. For example, after reading, ask, “What sounds do you hear in the word ‘pop’? /p/ /o/ /p/.”

Onset and Rime - Focus on the initial consonant sound (onset) and the rest of the word (rime). For example, in the word “big,” /b/ is the onset and /ig/ is the rime. Have the child identify and manipulate onsets and rimes in the words from the book.

Phoneme Manipulation - Practice adding, deleting, or substituting words. For example, “What word do you get if you change the /b/ in ‘big’ to a /d/? (dig).”

Interactive Read-Alouds - Engage the child in the story by having them clap, tap, or jump when they hear a particular sound or word pattern.

Echo Reading - Read a line or a page, and have the child echo it back to you, focusing on clear articulation and sound patterns.

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ARTICULATION WORD PICTURES

Use the verses to practice specific sounds. *For example:*

My **C's** and my **G's**
Would be **good** if they **could**
But they're **coming** and **going**
And don't sound like they should.

Try making your own Articulation
Word Pictures and verses!



WORLD CHAMPION LISTENERS

Use the word pictures to open a discussion about listening skills – especially those used by those of us with speech differences. Here are some prompting questions:

- What does it mean to be a 'World Champion Listener'? What is Active Listening?
- Who are what do you suppose the child is wrestling in this picture?
- How do you think that having a speech difference makes you a really good listener?
- Tell me about a time that someone really listened to you and how that made you/them feel.
- Tell me about a time when you really listened to someone and how that made you/them feel.
- Tell me about a time someone didn't listen to you and how that made you/them feel.
- Tell me about a time when you had trouble listening to someone else and how that made you/them feel.
- Tell me about a time when you heard something wrong. What happened? How did you find out that you hadn't heard it right? What did you do to fix it?



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CONSONANT BLENDS



Use the clever illustrations to practice consonant blends.

- **R Consonant Blends** in the 'Hide and Seek' verse.

- **L Consonant Blends** in the 'Messy closet' verse

- **S Consonant Blends** in the 'Thank you misbehaving sounds' verse.

FELT STORIES

An **Alphabet Felt Story** is a fantastic tool to accompany the book! Grown-ups can use the letters to help tell the story. Or, children can place the letters on a blanket or felt board as a grown-up reads the book. This is especially helpful for active children who want to be involved.

Felt Stories are great for Story Walks as well! Letters can be placed on tree trunks and other surfaces!

Contact the author at: info@sherrymcmillan.ca

See also: [Felt Stories](#) | [Sherry McMillan Writes](#)

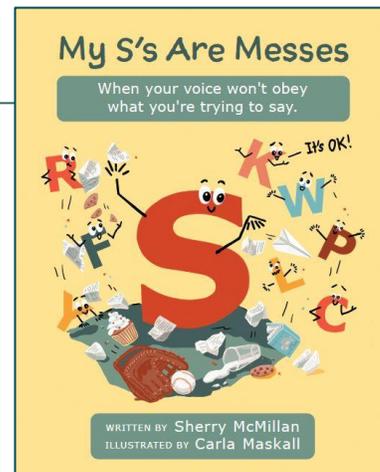


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ABOUT ANXIETY AND BULLYING

Any child that has a speech difference will have some degree of anxiety and self-consciousness about it. They will also be very susceptible to bullying.



Some ways that you can help:

- When speaking about bullying and anxiety, **include speech differences in the conversation.**
- Have conversations with the child about their speech differences with an emphasis on **removing stigma.** Is there anyone else in your family or school that has, or used to have, a speech difference? It can be very reassuring to know that, e.g., the Principle has trouble with her R's, or that Grandpa used to stutter.
- Empower the child in feeling more comfortable with speaking in social situations, in class, and in Speech Therapy. You can discuss the **Companion Resource for Kids.**
- Being corrected or having others speak for us can be a really difficult part of having a speech difference. You can make a conscious decision with the child to **set aside times or activities in which no attempt to correct speech will be made.** E.g., you can decide as a family, that speech differences will not be corrected at the dinner table.
- Be aware that children with speech differences may also have environmental sensitivities and specific triggers. E.g., sometimes SLPs will need to site close to a student, make prolonged eye contact, or will want to have the child repeat a sound on a finger snap. For some children, this can lead to **sensory overload** and methods should be amended.
- Be particularly sensitive to any situations for the child that have to do with **being heard or understood.** This can bleed over into situations that are not strictly about speech differences.
- **Watch for signs of bullying and address them quickly.**

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SCHOOL & CORPORATE EVENTS

- On-site or virtual
- Classroom visits fine-tuned for various ages
- Professional Development Days
- Conferences and Corporate Events

Contact the author at: info@sherrymcmillan.ca

See also: [Speaking | Sherry McMillan Writes](#)

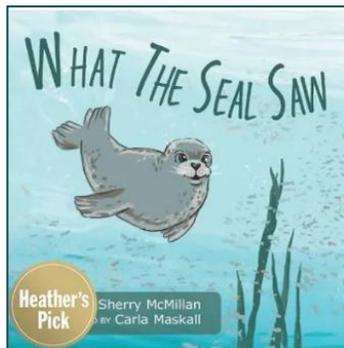
Did you know?

All of Sherry McMillan's poetry and picture books, including *My S's Are Messes*, use a **dyslexic-friendly, easy-to-read** font.

ABOUT THE NATURALLY CURIOUS BOOK SERIES

The same Author and Illustrator are in the progress of publishing a series of books about animals in the Pacific Northwest. These books describe that magical moment when you see an animal in nature and wonder if it sees you too – and what else it sees.

The first of these books, *What the Seal Saw*, is an Indigo Chapters Heathers Kids Pick. There are many fun and free companion resources for these books as well.



- Lesson Plans
- Colouring Pages
- Character cut-outs for crafts
- How to Draw a Seal
- More!

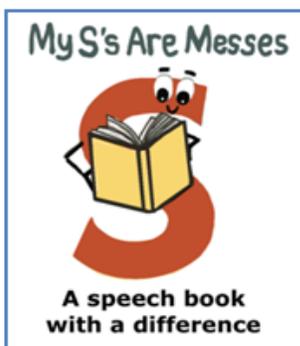
See [Free and Fun \(sherrymcmillan.ca\)](https://sherrymcmillan.ca)

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**Thanks so much for
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It means the world to me!

I hope you found these resources helpful to you and your child and/or students.

If so, **please take a moment to give the book a review online.**

Or you can send your review directly to the author in an email or via social media. It makes a HUGE difference for an independent author.

Reviews help get the book into the hands of more children who need to know that they are not alone.

Do you have any suggestions for improvements or additions to these resources, please feel free to reach out to me at:

info@sherrymcmillan.ca